The Church School Teacher

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XX No. 7

SEPTEMBER 1951

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In This Issue

By THE EDITOR

WITH this issue we begin another ten months series of THE CHURCH SCHOOL TEACHER.

Readers have told us they enjoy and profit from THE CHURCH SCHOOL TEACHER. "A practical little magazine," some have said. And our publisher says the circulation has been going up. All such is music to our ears. And we shall try to make THE CHURCH SCHOOL TEACHER increasingly worth while this year.

Getting Ready for My People

Variations on the theme of 1951 Parish Education Month, "Teach My People," will be used for our monthly motifs: This issue, *Getting Ready for My People,* with the key article written by Pastor LeRoy K. Anderson; October, *Teach My People;* and so forth. Special articles will be run with special helps for the teacher. For example, beginning next month Miss Edna L. E. Peterson, principal of a public school in Des Moines, will begin a series on helps for lesson preparation.

The Quarterly Helps

The September, December and March isssues have been devoted almost exclusively to the quarterly helps for teachers of *The Christian Growth Series.* But some readers have suggested that this be discontinued. So you will find helps for only a few departments in this issue. However, the helps for teachers of other departments are available in mimeographed form. Send a postcard to the Department of Parish Education, 2445 Park Ave., Minneapolis 4, Minn., for your copy. Please indicate *department* and number of *copies wanted.*

THE CHURCH SCHOOL TEACHER is the teacher magazine for both Augustana Lutheran and American Lutheran Churches. That is why you find monthly columns by both Pastor R. A.

PACIFIC LUTHERAN THEOLOGICAL SEMINARY

Vogeley, director of Parish Education of the American Lutheran Church, and Pastor L. H. Westberg, director for the Augustana Church; and why you find articles by pastors and teachers from both synods.

Wider Fellowship

This double-barrel makes our aim a bit more shotgunish. But we try to take rifle aim through our directors' columns. And all of us gain from the wider fellowship.

Incidentally, the wider fellowship is much more real when readers send contributions, human interest stories, ideas which are workable, news items.

Come On, You Writers!

Nobody—and least of all the editor—wants THE CHURCH SCHOOL TEACHER to be a monthly barrage of hashed over exhortations. We want it to be alive with practical helps, encouragement, and inspiration. Contributions from our readers to help make it that will be most welcome!

The News

Readers of THE CHURCH SCHOOL TEACHER have enjoyed for several years the news stories contributed by Dr. Ira O. Nothstein of Rock Island, Ill. Because of the press of duties Dr. Nothstein has asked to be relieved of his assignment. To Dr. Nothstein goes our thanks for all his fine work to bring the news to our teachers.

Dr. John Hiltner, professor at Wartburg College, Waverly, Iowa, has accepted the assignment to be our news editor. Read his column *The News* in this issue and I think you will look for it each month. Dr. Hiltner asks for your contributions. Now, readers, please make John Hiltner's column punchilly newsy by sending him *your* news.

"Sorry, No More Pupils Accepted"

That is the title of the article written by Dr. S. White Rhyne in this issue. Do you think you are overcrowded? Let Dr. Rhyne help you push back some walls.

TEACH MY PEOPLE

The cover this month is a photograph of a TTT School in Chicago. It poses the perennial need of the church school teacher: To improve in preparing lessons.
To improve in teaching lessons.

From Your Director

By PASTOR L. H. WESTBERG
Augustana Lutheran Church

NOT LONG ago an editorial in a metropolitan newspaper commended its city's public school administration on an excellent curriculum, a high-grade teaching personnel, and an efficient organization. But the editorial took the administration to task for not interpreting its work to the public. The same criticism can be directed at the church school in many congregations.

We Should Sing

Here we are in the Augustana Church with as fine a curriculum as anyone can want, *The Christian Growth Series,* reaching from ages four through seventeen. Here we have nursery courses and adult classes. Here we have a corps of faithful and increasingly well-trained teachers and officers. Here we are carrying on a vital teaching ministry to more than 25% of the baptized members of the Church. But we have not been doing a satisfactory job of interpreting our work to the congregation, to the church at large, or to the people in our community.

It is time we did. For the education of our children, youth, and adults in the Christian truths is not the responsibility of the pastor and teaching staff of the church school alone. It is the responsibility of the entire congregation. The constitution of our church makes that clear by investing the Church Council with the educational program. And it is not the right of the church school staff to hide its light under a basket. It is making a contribution to the well-being of the community, and the community should be kept informed and kept invited to take advantage of the church school.

Tell What Is Going On

Now, it is not enough just to *tell* the members of our congregations that they are responsible for Christian education. Such words have long since lost their effectiveness. We must interpret the church school to our members. They need to be told what is going on. A recent convert to the importance of the church school told me he had been attending church for twenty-five years and had never been conscious of the

Sunday school until a friend had induced him to visit it one day. There he saw what was and was not going on. And there he became convinced that he must give his talents and energy in answer to the Lord's great commission.

The Teachers, the Pupils

We must interpret the church school to the congregation. We must tell them and show them what is going on. For example, *who the teachers are,* what they are doing to increase their skills, the need for additional teachers, the possibilities for members wanting to teach to get training. *The pupils,* how many they number, their ages, the year's increase in enrollment, the prospects for further increase during the next few years. *The physical side* of the school, the adequacy or inadequacy of the space and equipment. *The curriculum,* the courses used in each department, the meaning of group grading, the ages spanned by the church school. (Frequently church members think that the church school ends with confirmation. The fact is, the church school is the congregation, all ages, at study. Some of our finest courses are post confirmation.)

We must interpret the church school to the community. In some church schools the only publicity contact with the outside world is the announcement of the Sunday school picnic and the printing of the Christmas program in the local newspaper. And all the time there is a drama being enacted within the framework of the church school. Children are being given the truth which will set them free. The battle between Christ and all the forces of evil is being waged. And Christ is winning.

Human Interest Stories

In these days when newspapers are paying men to write religious stories because their readers are demanding them, the church school should be alert to the teeming source of human interest stories in its ranks, and make them available to the newspapers. And there are situations in the church school which, when properly photographed, have more interest than many pictures now being run in our papers. Give your newspapers an opportunity to select them.

September presents an opportunity for you to focus your attention on publicizing your church school. September is Parish Education Month. Please do not let it go by without draining it dry

of all its possibilities. Distribute the tracts (samples were sent your pastor, Sunday school superintendent, and parish worker) either at four Sunday services or mail them to members of the congregation; get your posters (also furnished by the Board of Parish Education); and use every possible means to let your congregation and community know about Parish Education Month.

Here we are in the Augustana Church with a church school. Let us let congregation and community know what is going on.

Direct from Your Director

By PASTOR R. A. VOGELEY
Director, Board of Parish Education, American Lutheran Church

"Teach My People"

A DIRECT command from God clearly shows God's will to a teaching church. The fall Parish Education slogan or theme, adopted by all the synods of the National Lutheran Council, challenges our best efforts. Why are pastors, superintendents, officers, teachers, and other workers in the church school planning, studying, visiting, and praying? To teach God's people! All of them! All who are members of our congregations, young and mature! All who have not yet confessed their faith in Christ!

Plan, Study, Visit

Plan your work well. Use the helps, suggestions, tracts, posters, and other resources. Study your program for your entire school for the next three months. Study in local classes or zone institutes some new courses on the Bible or the Christian Faith or Ways of Teaching. Visit your new pupils and their parents. Strengthen the mutual work of home and church in Christian education. Visit those on your prospect list and encourage others, especially your pupils, to call upon them, too. Pray for the Lord's guidance and blessing. A teaching church must teach Gods' people, all of them.

The 300,000 Question

Sometime ago you read in the *Lutheran Standard* the report from the Board of Parish Education on the 300,000 Question. The Board raised that question at the 1946

Church Convention. Special promotional materials, posters, tracts, charts, cards, and a filmstrip, "Be a Missionary," were widely used. In one way or another the question was kept before our schools. What was the answer given by the Sunday schools of the American Lutheran Church?

50,000 Increase

295,537 was our total Sunday school enrollment at the close of 1950. If each school had enrolled one more person in 1948, 1949, and 1950, the total would have been over 300,000. What did your school do?

But 295,537 was the total enrollment, including teachers, officers, home department, and nursery roll. 230,865 pupils attended Sunday school. That was a net increase of approximately 50,000 in five years. But we fell short, far short of the goal.

Factors in Growth

Some of that growth was due solely to the increased birthrate. (We continue to direct your attention to the larger enrollments for years to come. Plan and provide for that increase. Your own baptismal records will indicate the size of your Primary Department or Junior Department, three, five, or eight years from now.)

Some of the growth was due to the fact that more schools have a fuller program in their preschool departments. The Nursery Class for three-year-olds is now very common, as it should be. A teaching church wants to begin teaching the children as soon as possible.

A New Tradition

Almost one-fourth of the total increase was in our Senior High, Young People, and Adult Departments. That is, our teaching church is beginning to teach more people for a longer time. Eventually we will have a new Bible-studying tradition in our Bible-based church that every confirmed member continues to study God's Word.

Enrollment Indicates Outreach

The enrollment should indicate the outreach of a school. For example a person says, "We have quite a large Sunday school. Our enrollment is 225." That is larger than average. But a question must be asked. "What is your congregation's baptized membership? 260? 475? 840? 1260? Only after that question is answered do we begin to see how much teaching is being done and with how many people. A *Standard Sunday School* enrolls 70 per cent of the baptized membership. This in-

cludes every department, Nursery with the Nursery Roll and Nursery Class, adults, those in the Home Department, and staff. (You include teachers and officers, do you not?) A teaching church should not be satisfied with teaching regularly a minimum number of its members.

But some of the increase of 50,000 was due to a stronger, more consistent program of evangelism. We are reaching more unchurched children and adults. The church school is teaching them. That is the work of the church in fulfilling the great commission.

Doubled Efforts for Troubled Times

The growth and strength of the church does not depend upon the evangelistic work of new mission congregations only, although much of the gain is recorded in such churches. The great commission applies to every school and church. Is one of your enlistment goals for 1951 doubling your net increase in 1950? The 2=3 material provides suggestions and a new approach and interest arouser in our constant privilege of evangelism. Help your school bring up a new generation of people who are trained in willing service of calling, visiting, praying for, and bringing new people to your school and church.

What Is a Reasonable Standard?

Is it unreasonble to expect a net increase of 20,000 more pupils in our American Lutheran Church Sunday schools in 1951? That does not quite double the 1950 gain. How many should 2,000 schools be able to gain? An average of 10? That does not seem to mean too much work. But what if 16 children are confirmed, 12 drop out, and only 18 pupils are enrolled? The net is 6. In some schools 35 may move away. That school must enroll 35 just to have the same enrollment. But perhaps it can reach 45! Then some schools will start a new class for young people or young adults or add another adult class and perhaps strengthen its Home Department. *What will a teaching church do?* The Lord has said, *"Teach my people."*

When boys and girls begin to get drowsy and fail to pay attention, go and wake up the teacher.

Getting Ready for My People

By LeROY K. ANDERSON
Pastor, Faith Church, Forest Lake, Minn.

BEFORE we do anything in this world, we have to prepare. A vacation trip demands careful planning. Before moving to a new location we think the matter over. All church programs should be thought through before starting them.

Prayer the Key

Prayer is the key to all Christian planning. All people pray, more or less, but only they pray Christian prayers, who are steeped in Paul's admonition, "Pray without ceasing." Jesus rebuked His disciples by saying, "Ye have not because ye ask not." The entire New Testament is a prayer book filled with prayers, saturated with prayer thoughts, and always urging Christians to pray.

Therefore I would like to use the word P R A Y, as the four points in this topic.

P—Prepare

P—Prepare. As we pray we should think through the particular needs of our Parish Education program. Our staff, superintendent, teachers, substitutes, assistants, should all be carefully considered. Each n a m e should be gone over, with the idea in mind of past work and willingness to do all that is possible to give the very best to the work. Sometimes new names should be added, and in others, those who have not taught for some time, should be asked back. A helpful and encouraging letter should be sent by the pastor to all teachers and staff members.

Make It Ring

The f a c i l i t i e s of the school should be g o n e over. Where things are old and out of date, they should be replaced. Perhaps blackboards can be added, pictures of an attractive nature placed on the walls. Ask the teachers and pupils for suggestions. Make the very atmosphere ring with cheerfulness and encouragement.

The materials u s e d to teach should also be considered. There are no perfect courses yet, and the whole curriculum should be gone over thoroughly with the idea in mind of using *all* that can be used, in the various classes. A teacher should be challenged to study vari-

ous items, even while teaching from the text used.

In all this, one must keep in mind that "Well prepared is half done," that the preparation made now, before Rally Day, will pay off in big dividends later on in the new school year.

R—Read

R—Read. Ours is not a reading age. Many high school graduates cannot read intelligently, or coherently. It is a loathsome chore for far too many. But reading is a vital and very important part of all church school work.

There is first of all, the Bible. It must be read, not just small smatterings at a time, but entire books of the Bible, or better yet the whole thing. The Bible should always be read from the standpoint that it is *The Word of God,* a Means of God's Grace coming to us. When viewed from that point, it becomes a matter of life or death to read it.

And certainly there are other books that should be read. A good concordance, a good Bible dictionary, a good commentary, are not too prohibitive to own and use. A good teacher is one who is well read, especially in religious literature, and the wealth of material available is only limited by the time to read it all.

The Hymnal, various devotional books, many church magazines, all are aids in our teaching work. Let us *read.*

A—Ask

A—Ask. Ask questions. Children learn a great deal by the questions which they ask. Ask the teachers how the work is going. Ask how they feel about the teaching of the school. Ask if they have suggestions to offer on bettering the school.

Ask the pupils from time to time what they are learning. Ask if they like the teachers, the courses, the facilities.

Ask the parents if they have anything to suggest in the way of improvement. We can learn a great deal by taking the collective opinions of many people and combining the best suggestions for improvement with a conscientious attempt to really improve. Thus shall we grow.

And above all we must ask God to teach us, so that we can teach others. Prayer is *asking* in the best sense of the word, for His Spirit to guide, lead, help and sustain us. Church school teaching is not easy. It demands the very best of us, at all times, but God's Spirit

can and will aid us, when we ask Him. Jesus forcefully called our attention to that when He pointed out "that if you who are evil know how to give good gifts to your children how much more will your Father give good gifts to them that ask Him?"

Y—Yield

Y—Yield. There is no more serious detriment to any church, or any person, than a spirit of pride and arrogance. It is completely foreign to all that is Christian. There has to be a yielding to the will of God always, not least of all when we prepare to teach a group of children. As the hymn has it:

"Have Thine own way Lord,
Have Thine own way.
Thou art the Potter,
I am the clay.
Mold me and make me
After Thy will,
While I am waiting,
Yielded and still."

All of our planning and our work has to be done with the idea in mind that we are but instruments in God's hands, to carry out His will among men. It is our glorious privilege as Christians, to *yield* our wills unto Him. "I give Thee back the life I owe, that in Thine ocean depths its flow, may richer fuller be."

Thus, *preparing, reading, asking,* and *yielding,* bound together with the golden bands of *prayer,* will bring to us blessings such as eye has not seen, neither has entered into the minds of men. Thus will God's kingdom come among us.

In every congregation we find members who decry the fact that they have no talents to give in service to their church. They cannot speak, they cannot sing, they can play no instrument. All they can do is come to church and listen.

Though the individual himself may not realize it, this is usually just an alibi. All of us have talents that can be used in the Master's service, if we only have eyes to see and are ready to acknowledge them!

From *Church Etiquette for the Layman*
by Erling Nicolai Rolfsrud

Sorry, No More Pupils Accepted

By S. WHITE RHYNE

Executive Secretary, The Parish and Church School Board
United Lutheran Church in America

WHAT would happen if one of the Sunday schools in "Yourtown" would put the following sign on its bulletin board?

> ST. PAUL'S
> LUTHERAN CHURCH
> YOURTOWN
>
> SORRY
> No More Pupils Accepted
> Our Classes Are Filled
> Our Building Is Overcrowded
> Not Enough Good Teachers
> *Rev. Andrew Philip Barnabas*
> Pastor

Not many churches are posting notices to this effect on their bulletin boards. Few Sunday-school superintendents and teachers are making public announcement of this situation. But a growing number of congregations and Sunday schools is quietly taking this stand. What would you say about it? What would Jesus say?

Some Actual Situations

Many of these congregations are facing situations which they think cannot be overcome. Here is the small mission church with limited facilities. It is located in a growing community where there are hundreds of children. The one-room mission church, or the church with a single room basement, is just like a beehive on Sunday morning. "We simply cannot care for any more pupils," they say.

Another church has been inspired with the worthy desire to do a higher grade of teaching. Teaching according to their standard cannot be done with overcrowded rooms and inefficient teachers. Standards must not and should not be lowered.

Bursting with Children

St. Mark's congregation has introduced new nursery materials and elected a group of interested workers in the nursery department. The small nursery room is literally bursting with little children eager to hear the story of Jesus. But little tots, even though they are small, cannot be hung on chandeliers.

An enlistment program has re-

cently been held in St. John's. Two adult Bible classes were started. They have grown beyond the bounds of the two rooms set aside for them. Adults should not take the place of little children and young people. "What can be done?" they ask.

A growing birthrate, a developing evangelistic zeal, an aggressive mission program, better literature, and a number of other causes are contributing to this problem. But is not this the very situation for which the church has been working in recent years? Is not this the the problem that the church should rejoice to face?

What Can Be Done

What can be done? The first thing is to call a meeting of all workers in the congregation, especially the Sunday-school teachers and officers, and examine every possibility. Do not give up simply because a situation is difficult, will require more work, may cost more time or energy or money, or has never been tried before. Those little tots, those boys and girls, those men and women are worth everything that can be put into the effort.

Here are a few things that can be done. Not all of them will work in every situation. None of them may be the very thing that solves your problem. Perhaps adaptations may have to be made. Study the suggestions. If not one suits your situation, you may think of one that will, as you study and examine these. There must be a way. Remember the pupils.

Some Suggestions

The first suggestion is to examine your building. It may be possible to accommodate more pupils by shifting some of the departments or classes to other rooms. If there is a large beginner department and a small primary department, exchange rooms for a while. You may have to move chairs, but that is not too much trouble. It is possible, sometimes, to move the adult class, if the men and women are shown that the need is great enough.

The next suggestion is to look around. See if there is not some room in the church or parish house that is not being used, a storage room, a former choir room, a parlor. This is a possibility.

The third suggestion is to hold two sessions of the Sunday school each Sunday. It can be done. Sunday schools are doing it. Why use rooms only once a week? Work out a schedule. You may be surprised as the possibilities.

Next, hold some of the classes on weekdays or week nights. The nursery children and the beginners might come to church school on weekdays. Adults and young people may attend night classes during the week. It is a dangerous thing to get the attitude that the church can teach only on Sunday.

Another idea would be to start one or more branch Sunday schools in various sections of the community. These could be held in homes at first. There are congregations conducting as many as two and three branch Sunday schools every Sunday.

Rent or Build

Many congregations rent or buy a building in the immediate vicinity of the church. They use this building for Sunday-school purposes. Ultimately these buildings may become a part of the property of the congregation.

Of course there is the possibility of building. Sometimes it means adding to the present building. At other times it may mean an entirely new building. There are congregations which need new parish houses, but simply have not thought about it, or they may have thought that it is not possible. Look about you. Congregations are building parish houses in almost every town.

Two other plans are exceedingly practicable: 1. A weekday church school. 2. A vacation church school. In a sense they are extensions of the Sunday school. But after all, we are interested in teaching, not simply extending the Sunday school, or any other teaching agency of the congregation. Teach wherever and whenever we can.

Cells in Homes

Finally, there is the home. This is the primary and most promising teaching institution in the world. It has not been used enough to teach the glorious Gospel of Christ. Get the home to teach. Many homes may help the church by gathering into their midst some of the children of the community. From these home cells the children may be guided into schools of the church.

No more pupils accepted! Let this be the last statement that we may ever make. There must be room for them in our church schools. And there must be teachers, literature, equipment, and all the other essentials, the best that can be had. We are teaching Christ.

The Leadership Education Audio Visual Kit

The Leadership Education Audio Visual Kit (LEAV) has been produced by nineteen denominations co-operating through the International Council of Religious Education, now the Division of Christian Education of the National Council of Churches. Among these are the American, the Augustana and the United Lutheran Churches.

The complete kit contains nine black and white filmstrips, one color filmstrip and accompanying sound records, either in standard 78 revolutions per minute or the long play. Priced at $75 for the kit with 78 rpm records, and $65 with 33-1/3 rpm, it may be purchased through your Board of Parish Education.

The purpose of the kit is to bring help to our churches in their work of enlisting and training church school teachers. The filmstrips and records can be used in teachers' meetings, workers' conferences, leadership education courses, conventions, recruiting and counselling new workers, and to interpret the work of the church school to the organizations of the local congregation.

It is the plan of THE CHURCH SCHOOL TEACHER *to review each filmstrip for its readers. We begin the review in this issue with "The Great Adventure."*

"The Great Adventure" is one of the ten filmstrips in the Leadership Education Audio Visual kit. Each unit was prepared to serve a specific purpose. This one challenges the interest of people in the vital work of Christian education, and seeks to enlist more teachers for our Sunday schools. In it Bill Foster reviews his experiences as a teacher from the time the superintendent first asked him to teach to the Sunday a year later when the superintendent again asked him to serve his church as a teacher. Bill had raised some of the usual objections, and had given some of the excuses why he should not teach. He did not have enough time. He was inexperienced. You will want to note how the superintendent answered him.

The plot frankly indicates some of the difficulties a teacher may

encounter, but it constantly highlights the divine importance of the work. It develops some of the reasons why Christians should teach in obedience to the great commission. We have been taught by others who shared the faith and gave their time. We have our heritage from a Christian home and church. We should share our faith with others. There is a deep satisfaction in helping others grow in the Christian faith and life. Teachers are truly co-workers with God through whom Christ speaks to the class every Sunday. At the same time the teacher's own study of the Bible and personal preparation deepen his own faith and help him to live Christ's way of life more fully.

Show this filmstrip at meetings of various organizations to enlist new teachers. Show it also at a teachers' meeting as the basis for discussing the important work to be done in the coming year and to provide inspiration for those who will continue or renew their service in "The Great Adventure."

WHEN WE PRAY. By Daniel Nystrom. Augustana Book Book Concern, $2.50.

Teachers who want to build a satisfying order for personal or family devotions would do well to become users of this prayer book, compiled and edited by Dr. Daniel Nystrom.

In format patterned after the Little Swedish Prayer Book, it combines the daily repetition of a morning and evening prayer with the variations of special prayers and readings from Scripture. Each meditation closes with a benediction and a formula of commitment and trust. A four-week cycle establishes the pattern, and the user can then substitute a different set of prayers by following suggestions in the general or topical index.

There is solidity and strength in this little prayer book. One finds help in being led in one's prayers by the great spirits of the ages—Loehe, Boehme, Samuel Johnson, Henry van Dyke, Augustine, Luther—and by such contemporaries as John Baille and Carolus P. Harry. And one appreciates the aid to relaxation and meditation which comes from the established pattern of the selected Bible readings and prayers. At the same time, the three lectionaries and the ample source of prayer selections give one sufficient opportunity in which to create the private or family devotional life according to specific needs. L. H. W.

Suggestions for Planning Rally and Promotion Days

The Planning Committee

A planning committee should be appointed. This committee should be as large as desirable, but should include the Sunday-school general superintendent, the departmental superintendents, and the pastor.

A Suggested Program when Rally Day and Promotion Day Are Observed on Separate Sundays

Program for Rally Day

First half-hour: With the pastor in charge let the entire Sunday school meet in the sanctuary for worship. So that all can take part, careful plans should be made so that the hymns, Scripture passages, and prayers are familiar to the children. The complete program should be in the hands of the departmental superintendents at least a month before this service so they can prepare the children in their departments. The pastor's message should be directed to the children, and special music should be provided by the organist and the junior choir. Let the seating arrangement be planned so the children are seated by departments and with their teachers. Parents should be invited to attend but the service should be for the children.

Second half-hour: At the close of the service let the teachers and students pass directly to their regular classrooms or class area. A shortened class session will be held. The teachers should be doubly prepared in order to teach the day's lesson in this shortened class time. An assignment should be made on the day's lesson.

Program for Promotion Day

Departmentalized schools can have a program in each department which summarizes the year's work, or the work of the last quarter, or even of the last unit. An exhibit of work done by the pupils could be arranged and parents invited to attend. The promotion would then take place at the close of these department programs. For the promotion procedure our suggestion is:

a. First, let the promotion within the departments take place, i.e., from grade to grade.

b. After this has been done, make the promotions between the departments. The procedure in

(b) calls for careful timing so that the programs in each department end at the same time. The superintendents and secretaries must see to it that each teacher has the new class roll before Promotion Day.

A special word of welcome should be addressed to the new pupils in each department. The classes should meet with their new teachers for a "get-acquainted" period before the close of the session. There will not be much time for the day's lesson, but let the teacher be so well prepared that at least the gist of the lesson can be taught and a homework assignment made.

Two suggestions for timing:

1. Rally Day the second Sunday in September and Promotion Day the first Sunday in October.

2. Promotion Day the last Sunday in September and Rally Day the first Sunday in October.

A Suggested Program when Rally Day and Promotion Day Are Combined on One Sunday

First half-hour: Let the entire Sunday school go directly to the departmental rooms where the following would take place:

1. A brief opening worship including the offering. 5 minutes.

2. Promotion procedure, 15 minutes, suggested as follows:

   a. First, let the promotion within the departments take place, i.e., from grade to grade.

   b. After this has been done, make the promotions between the departments.

The procedure in (b) calls for careful timing so that each department is ready at the same time. The superintendents and secretaries must see to it that each teacher has the new class roll beforehand.

3. "Getting Acquainted" period in each class, 10 minutes. Each teacher must be so well prepared that at least the gist of the day's lesson can be taught and a homework assignment be made. The new quarter's materials will be used on this Sunday.

Second half-hour: With the pastor in charge have a festive worship for all departments in the sanctuary. As the organ prelude is being played the departments will come into the sanctuary and be seated by departments and classes with their teachers. Plans must be made with ushers so that space will be reserved for the Sunday school to be thus seated. Unless this is done the visitors will fill the church and the Sunday school will be without proper place and ar-

rangement on their special day. So that all can take part, careful plans should be made so that the hymns, Scripture passages, and prayers are familiar to the children. The complete program should be in the hands of the departmental superintendents at least a month before this service so they can prepare the children in their departments. The pastor's message should be directed to the children and special music should be provided by the organist and the junior choir.

A combined Rally and Promotion Day would best take place the first Sunday in October.

Variations of these plans can of course be made. In the small Sunday school which meets in the sanctuary during its entire session the combined observation would work out very well. In the very large school a special observance could be planned for each department if the festive worship suggested in both plans is an impossibility.

Space Needs for Children's Groups

(From "Equipment and Arrangement" by *Emma Jane Kramer.*)

Age Group	*Floor Space*	*Chairs*	*Tables*
Nursery Class Age 3	25-35 square feet per child	8 inch, 10 inch	10 inches higher than the chair seats
Kindergarten (Beginners) Ages 4 and 5	20-30 square feet	10 inch 12 inch	10 inches higher than the chair seats
Primary Ages 6, 7, 8, or Grades 1, 2, 3	18 square feet per child	12 inch 14 inch	10 inches higher than the chair seats
Junior Ages 9, 10, 11, or Grades 4, 5, 6	18 square feet per child	15 inch 17 inch	10 inches higher than the chair seats

The News

By JOHN HILTNER

Waverly, Iowa

THE EDITOR asked me to write "a page or two of short punchy news items" for each issue of THE CHURCH SCHOOL TEACHER. He seems to have a long memory. Several years ago, I casually dropped a remark about such a news page. I forgot the remark. The editor did not.

I have promised to do it on an experimental basis. I cannot make the news. I can only record it. This column depends entirely on you Sunday-school folks out there in the 48 states. There is no question in my mind that there is a wealth of news. The only question is how to tap the rich source. We Lutherans are modest people. We are so modest that even our church takes us for granted. Let us hit them with the news. After all, 82 per cent of the people in the church have come up from the Sunday school. The Sunday school is the greatest missionary agency. What happens in the church school is of vital importance to the entire church.

How about it, you superintendents, and you secretaries, and you Sunday-school teachers? Will you tell us what is going on in your church school? The writer met a group of 200 teachers recently. The question was: How do you win outsiders and inactive members for your school? The answers were astounding. How much we can learn from each other! The Scriptures tell us to "provoke" each other to good works (Heb. 10:24). Sharing some of our experiences, our methods of work, our answers to vexing problems, etc., can be very "provoking."

Here are a few samples which should be enough to prime the pump:

Who Can Beat This Record?

Harley C. Hines of St. Paul Lutheran Church near Ashville, Ohio, just completed 50 years of service as Sunday-school teacher. As a lad he told his mother that he would rather be superintendent of the Sunday school than President of the United States. Mr. Hines not only taught Sunday school for 50 years. He served as superintendent for 43 years, and is still on the job. This consecrated layman is a director in several farm organizations. For a number

of years he owned and operated a dairy. A few years ago he lost his right hand in an accident on the farm. But nothing can stop him from being in Sunday school. In fact, he does not need his hand for holding a book in class. He knows his lesson so well that he can teach it without a book. The next time a farmer tells you that he cannot teach, tell him the story of Mr. Hines.

Another Record

There are four Lutheran churches in the small town of Cedarburg, Wis. They keep each other from going to sleep. 98 per cent of the children of this community are connected with the Sunday school. Which reminds me of the girl who was asked at a Luther Laegue training school to go home and win at least one person for her Sunday school. Three months later she reported that it was impossible, because "every child in this community belongs to the Sunday school." How many communities of this sort do we have in our country?

A Sunday School on Wheels

The problem of room for the Sunday school is troubling hundreds of churches. It troubled Emmanuel Lutheran Church at Sequin, Texas. A group of men wanted to form a Bible class. As usual there was no room in the church. It so happens that one of the men, Mr. L. P. Sagebiel, is the owner and operator of the Sequin Transit Company. He volunteered to furnish a bus free of charge for the men's class. Twenty-two of them promptly occupied a bus, and the brother of the owner, Edward Sagebiel, is teaching the class. Whenever the membership exceeds the seating capacity of 35, Mr. Sagebiel simply rolls out another bus. Do not miss the bus on Sundays, boys!

What's your story? Be sure, and send it at once to

JOHN HILTNER, Waverly, Iowa.

Coming in the October Issue:

Factors in Lesson Planning (First Installment)
. . . Edna L. E. Peterson

By Being in the Presence of Books
. . . Carl Towley

A Mining Opportunity

By EDWARD RANDOLPH BASELER
Pastor, American Lutheran Church, Kellogg, Idaho

ALMOST seven years have faded away since the day Dr. Paul Buehring, the dean of Capital University Seminary, called me into his office. With a friendly smile he asked, "How would you like to go to Idaho?" With positive abruptness I answered, "Sure!" I did not even know the circumstances of the call.

No Paradise

February 1945 was a beautiful month in south and central Idaho. We thought that we had found a climatic paradise. But in north Idaho we came into a rain-drenched muddy town called Kellogg, the city of my first parish. Our hearts sank at the thought of working in a dismal, smelter-smoking, mining town. As portrayed in Bret Harte's sagas of the rough West, the mining camps have had bad reputations. The movie-going Easterner probably imagines that parishioners unbuckle six shooters in the vestibule of the church before attending service.

Our Mining Opportunity

Prospecting and mining has had an interesting history. It has had all the local color and excitement of buried treasure and the *gold rush*. The story is often told just in the names of mining claims, such as Opportunity Mine, Lucky Strike, Silver Strike, Lucky Friday, Happy Day, Treasure Vault, Gold Gulch, Goodenough, Silver Surprize, Square Deal, and Success Mining Company.

We found our mining opportunity in Idaho, not at the 4,000-foot level below the earth's surface, but in the acquisition of new souls for God's kingdom. Instead of the imagined rough, tough element, we found a cultured people, hardly different from those with whom we were accustomed. However, the Northwest is a vast mission field, for there are so many unchurched people, and the mining towns are meccas for drifters, transients and unfortunate people.

God has blessed the kindgom work in Kellogg. Six years ago the Sunday-school attendance was about 60 to 70. Now our attend-

ance averages between 150 and 200 during the nine school months. This increase in attendance is not due to an influx of population. Though local habitation facilities are taxed to capacity, Kellogg is no boom town. The population has not changed much in the last ten years.

We cannot attribute the Sunday-school increase to the rise of the birth rate, for our total increase has been one which effects all age groups, particularly the upper grades.

Reasons for Growth

Like the question asked Mary, Mary Quite Contrary, the question may be put to us, "How does your Sunday school grow?" Our first impulse is to answer, "Like Topsy. Just growed!" However, there are various underlying factors in the growth of our Sunday school enrollment and attendance.

1. Most of our growth has been in the last three years. Our new and attractive church building helps explain.

2. We have a wonderful location. The church is in the heart of the residential area which is well populated with children. The church is also just one block from Highway No. 10.

3. In the Kellogg community we have a unique bus system. The mining companies and the churches co-operate in renting four busses to deliver children to the various Sunday schools. The busses carry children from a radius of sixteen miles.

4. We have three departments which meet separately, a superintendent for each department and a teacher for every grade. We have space for each class to meet by themselves.

5. Evangelism methods:

a. We use the card system for absentees.

b. Some teachers make calls to the homes.

c. We constantly urge the children to bring new pupils. This seems to be the most effective way. The children are the best missionaries.

d. We recognise the new pupils.

e. We have perfect attendance awards.

f. We use visual aids, filmstrips, slides and motion pictures.

Handicaps

Naturally, we have our handicaps.

1. At times our new building becomes too crowded due to the increased attendance.

2. The miners work three shifts which often effects the family life.

Consequently many children do not get to Sunday school.

3. Kellogg is situated in a great sport area. Hunting, fishing and skiing take many families away from church and Sunday school. In the summer things are almost at a complete standstill.

4. Every year many families leave the district and new ones come. There is always the danger that the new people will not attend church and Sunday school.

5. We must admit our shortcomings in not reaching all of the unchurched with an invitation to attend our school.

All in all, we thank God for His abundant blessing. We anticipate further increase in our Sunday school.

The greatest blessing lies in the fact that the Sunday school has been a feeder for church membership. Our adult class has attracted many who do not have a Lutheran background. Usually they take confirmation instruction and join the church. Many of our adult confirmands have come because a little child led them. We have received 128 confirmed members in two and one-half years. Of this number 93 were instructed and confirmed in this church.

The church school has helped win these people. Yes, it has been quite a mining opportunity.

The Teacher the Boy Likes

W. G. MONTGOMERY

JUST what is it about a teacher that causes a boy to like him? If one can find the answer to this question, he has found the open road into the heart of almost every boy.

No doubt you have seen a teacher now and then that boys gather around like honeybees around a rosebush. While some other teachers you know, just as competent, are unable to interest boys to any great extent. There is a secret here in the art of teaching boys, and suppose we look for it.

Why do boys like certain teachers and not all teachers? It is doubtful if the average boy himself could tell you why, yet he knows the kind he likes. A study of those teachers that boys like will disclose, I believe, the following traits.

First of all, it is natural for the growing boy to like the teacher who recognizes his good qualities and speaks of them to others. It is not that the boy wants to be praised, but on the other hand, he does not like to be reminded of his faults, and especially not publicly. A teacher then, to be liked by boys, will need to be blind to the bad in him, if there be any, and see only the good.

The Boy's Friend

Any time the reputed "bad" boy is being made a target by somebody, this teacher will call attention to some of the good traits in him. Of whatever he may be accused, this teacher is always the boy's friend, and the fact that he exalts the good in such a boy, will cause him to leave off the bad as nothing else will.

It is largely true that a boy becomes what we believe him to be, or accuse him of being.

Interested

Then, the boy likes the teacher who likes what he likes. If a boy comes to class all excited about a basketball game or a calf club, this teacher listens patiently while he talks about it. By becoming interested with the boy in this matter, the boy will become interested with the teacher later on in the lesson.

The boy likes that teacher also who loads him with something, who gives him something to do. A boy wants to be a part of everything he is in. He likes to assume responsibilities. Since no boy ever wants to remain a zero, he will never think highly of a teacher who ignores him in this fundamental matter.

Knows His Name

That teacher who knows and calls each boy by his first name wherever he meets him, will be liked. And he is bound to forfeit some respect when he meets one of his boys and can not recognize him. And sometimes, it is hard, as we all know, to recognize a boy on the street and call him by his first name, especially when we have a large number in our class. But the boy never thinks of that as an excuse for not recognizing him.

His Right Name

A boy, any boy, thinks of himself as being quite important, and to call him by his right name shows that he is somebody. It will not do to call him "son," or "buddy," or a nickname. At heart, no boy likes a nickname. He will tolerate a nickname from his companions and pay back in kind, but he expects a better recognition from his teacher.

Then, a boy likes that teacher who will warm up to him, take walks with him, play games with him, and take part in whatever he enjoys. The teacher who tries to find out what the boy wants to do in life, and who talks with him about various kinds of work and how to prepare himself for his chosen occupation, will be liked and trusted as a real friend.

A Confidant

There are other problems, too, which every growing boy faces, and he likes the teacher who will discuss these with him without making them public. It could be a problem of his home life, or of finances, or even a young love affair. We elders are inclined to think that boys are always happy, but the real facts are far from this.

A boy's road is often rougher than we imagine. Some of the most painful situations I have ever met came during my early teens when my elders, even teachers, thought that I did not have a thing in all the world to worry about.

The right kind of teachers could have been of immense value to me in those days, and because I did not have them, I realize what a blessing to any boy to have a teacher who understands him and his needs, and can help him find the right paths through a wilderness of doubts and fears. My teachers remained at a distance from me, and I from them. They knew nothing of my boyhood troubles, and I was amazed at their greatness.

A boy likes that teacher, too, who will overlook his noise, and on the right occasions help to make some himself. This, of course, is not in the class, but in the everyday life of the boy. Neither does a little fun in the class ever hurt anything. Rather, it helps hold together in closer union, teacher and class. Boys like a teacher who will laugh with them in class, and join their gang outside the class; who will go with them on their mysterious and daring adventures, rampages and wild goose chases.

Misses Him

Then, the boy likes a teacher who misses him when he is absent. It is a terrible thing for a boy to drop out of class and never be missed. Any boy likes to know that his absence is a real concern of the teacher. And that teacher who looks for the lone boy who has wandered away, will be liked by all boys.

Finally, the boy likes that teacher who is sincere, who believes what

he teaches, and lives up to it as best he can. And if a teacher is not sincere, if he is just shadow boxing or play acting in his teaching, boys will detect it more quickly than any other age group.

It is impossible to put anything over on a boy. He can see through a fraud with eyes like an eagle. And so, no teacher can be one thing on Sunday and something else during the week, and long hold the respect of a boy. Nor does the boy expect a teacher to be perfect or above making mistakes. All these things are overlooked, but a lack of sincerity, never.

Hard to Match

A boy is about the most lovely creature on earth when one comes to really know and understand him. There is a tenderness, a love and loyalty in his heart that is hard to match anywhere. And the teacher who can discover these intangible virtues underneath what is often a fierce, stormy exterior, is the kind of teacher a boy likes.

Helps for Teachers of Beginners

Christian Growth Series, Beginners I, First Quarter

By ERNESTINE SANDEN
Assistant to the Director of Parish Education, Augustana Lutheran Church

Dear Fellow Teachers of Beginners:

We are Helen Jones, Mary Johnson, Jane Smith, and Ruth Allen, all teachers in the Beginners Department of a Lutheran church school. Our object in writing this open letter in THE CHURCH SCHOOL TEACHER is to share with other Beginner teachers what we believe has made our department superintendent, and has *regular departmental unit planning sessions.*

Our meetings are often held at Helen Jones' home. She is our department one of the finest, that is, most of the planning for the meeting to do as well as the materials relating to the unit to gather for us to look over. The rest of us never come to one of these sessions without having prepared for it too. We prayerfully study through the entire unit in question, and jot down on the margin of our

Teacher's Guides the questions and suggestions which come to mind as we are studying the material. Some of us are doing this study as part of our personal devotion each day. When we are all thus prepared our unit planning session is of the most value.

Here is a sample of what comes out of our unit planning sessions. We all have notebooks in which notes similar to the following appear:

UNIT A

We Come to Learn About Jesus

Lessons 1-4

We began this planning session by reading silently Psalm 122. Helen had looked up this Psalm in her Bible commentary. She told us these interesting things about it: It was sung by the Hebrew pilgrims going to Jerusalem as they came in sight of the city. It can well be that Jesus took part in that song on the trip to Jerusalem at the age of twelve. In our present day the thought of our church can be substituted for Jerusalem in the Psalm.

Ruth led us in prayer for guidance in our planning. We all have opportunity to lead these brief devotional meditations at our departmental meetings. This alone means much to us all.

The procedure of planning is very simple. This is the outline we follow as we think through each part of each lesson together:

I. Bible Material Used in the Lesson
II. Aims for the Lesson
III. The Lesson
  1. Presession Period
  2. Preparation for Worship and Worship
  3. The Bible Story
  4. The Bible Verse
  5. Applying the Bible Lesson
  6. The Closing Prayer

LESSON 1

Jesus Is Our Friend

I. *Bible Material Used in the Lesson:* See page 10 in the Teacher's Guide "For the Teacher" and "For the Children."

II. *Aims for the Lesson:* See the Guide page 10. Inject into Aim 1 a little of the meaning of baptism.

III. *The Lesson:*

1. *Presession Period,* as the children are arriving. See page 12 in the Guide. Keep all the activities during this time informal. Take the record of attendance as the children come so that no time need to be taken later.

Planned Interest Centers for this period.

a. Blocks made from lumber scraps. Helen in charge. Guide the children to build a church with homes around it. Leave it on the floor for use in motivating the worship planning.

b. Dollhouse equipment. Jane in charge. Guide the children to apply Christian principles in the home through their play.

c. Bulletin board and book table. Ruth in charge. *Pictures* on the bulletin board all centering around the child as a friend of Jesus in his home and in his church. Ruth will find pictures of the following: a baptism, a Sunday-school class, a church worship, a family devotion, grace at meals, kind and helpful acts toward others.

Books selected for the book table: *God Loves Me,* Fleeton and Warren. *Every Good Gift,* Grunbock and Osborne. *My Bible and Me,* Grunbock and Osborne. *The Little White Church,* Mc Pherson. *Our Church for the Worship of God,* Smither.

Ruth will talk to the children about the pictures, always keeping in mind the theme, "Friends of Jesus." She will guide them to look at the books on the table. If several are interested in the same book she will sit down with them and they will enjoy the book together.

d. The Worship Center. Helen in charge. A low table—the piano bench is fine—with a large Bible, a large picture, "Jesus and the Children," and an offering basket.

The children who are interested here can be guided to arrange the things on the worship center. If no children show interest, Helen will arrange it herself.

2. *Preparation for Worship and the Worship Itself:* Helen in charge with Ruth at the piano. Call attention by playing familiar songs. Gather the children and teachers around the piano.

a. Plan songs familiar to and if possible suggested by the children. "Jesus Loves Me," "This Is God's House," "Praise Him! Praise Him!" and "Two

Little Eyes"' can be among those suggested.

b. Plan Bible verses familiar to the children and if possible suggested by them. Psalm 122:1, Mark 10:14, and others may be used. The Birthday Bible verse should be checked on. (See *Note* at the end of this section.)

c. Prayer. Use the following in unison:

Come into our Sunday school, Lord Jesus!
Come in today! Come in to stay!
Come into our Sunday school, Lord Jesus. AMEN.

d. Offering. Plan for those pass the offering basket. If there are birthday children let them pass it. Use as offering prayer: "Jesus Bless the Gifts."

When the worship is completely planned move to the worship center and have an uninterrupted worship.

NOTE: *Our Plan for Observing Birthday and Baptism Anniversaries*

(1) Secure all the birth and baptism dates from the church office.

(2) Send each child a card the week before his birthday mentioning both these dates.

(3) Include on the card a Bible verse and ask that the child be ready to share this verse with his classmates the next Sunday.

3. *The Bible Story.*

a. Helen will motivate the Bible story by referring to the large picture on the worship center. She will tell the children that their teacher will tell them the story of this picture. They will sing "Very Quietly I Will Walk" as they move to their class groups.

b. The story is a combination of Matthew 19:13-15 and Mark 10:13-16. See the leaflet version. *Tell* the story to the class.

4. *The Bible Verse.* Introduce it right out of the Bible story. Drill it by using this little action verse:

I open my Bible book and read
"Let the little children come to me."

(The closed hands of the child can represent his Bible which he opens as he says the Bible verse.) First say and do this together. Then try it individually, but do not overdo it.

5. *Applying the Bible Lesson.*

a. Review the Bible story using the leaflet cover picture.

Then go through the whole leaflet so the child will recognize all the pictures when someone talks to him about his leaflet at home.

b. Use a book from the book table with the class if there is time.

c. Bring the class to the worship center *five minutes* before closing time. Helen will use the flannelgraph, "I Belong to Jesus," with the whole group. This will introduce the meaning of their baptism to the children.

6. *The Closing Prayer.* Helen will lead it at the worship center after the flannelgraph.

To be concluded next month. Helps for Primary and Intermediate Teachers are available at no cost. Write the editor.

Helps for Teachers of Juniors

Christian Growth Series, Junior II, First Quarter

By ERNESTINE SANDEN
Assistant to the Director of Parish Education, Augustana Lutheran Church

ALL the *Christian Growth Series* is built on the unit plan. This means that our preparation should begin with a thorough study of the unit of lessons before we begin to think of each individual lesson in that unit. This also should be done a month before the unit is to be taught so that needed materials can be secured to carry out the unit successfully.

This method of preparation has bceome a great blessing to us. In this article we wish to share with you our study of UNIT A, *Conquerors of Canaan, Lessons 1-5, Junior II, First Quarter.*

The First Step: The Study Book, Teacher's Guide, and our Bible are open on the table before us. For several weeks now we have been reading this unit during our personal devotion time each day. We have used the Study Book, pages 7-30, in connection with the Teacher's Guide, pages 6-32. We have read from our Bible all the references in both the Study Book and the Teacher's Guide. Now we are ready to make our outline of this unit of lessons.

The Second Step: The Unit Outline.

Aims for Unit A. See page 10 in the Teacher's Guide.

1. To give the Bible history background of the Hebrew conquerors of Canaan.

2. To make application to life today of the lessons learned from the Bible stories.

3. To make application to the personal life of each child the lessons learned in how to become conquerors for God.

NOTES: In our Junior group we hope to guide the children to recognize their need of God's help, to be honest in their school work, to be more co-operative at home, and to overcome the habit of taking God's name in vain. We recognize these as special needs of our group.

Remember to make each child an object of prayer and thought so that they will be guided to recognize not only their sins, but also the power of God to overcome them.

Strive to let the class know that we, too, are battling against sins and that together with them we need daily to seek forgiveness, guidance, and strength to conquer in Jesus' name.

Remember that these Bible stories give the pattern for a successful fight against sin in our life and in the lives of our Junior pupils.

Do not forget that the power comes through the Word of God and that great are the miracles which the Spirit of Jesus can work in the lives of men, women, and children through it.

THE CONTENT OF UNIT A

Bible Background	*Memory Work*	*Application*
Lesson 1 Joshua	Joshua 1:9 1st Commandment	Total dependence upon God for courage to fight sin.
Lesson 2 Deborah and Barak	Psalm 27:1-2 Introduction to The Lord's Prayer	Total dependence upon God for strength to help others to fight sin.
Lesson 3 Gideon	Psalm 27:3, 14 The Third Petition	Total dependence upon God for strength to prepare for our life fight against sin.

Lesson 4 Jephthah	Psalm 19:14 2nd Commandment	Total dependence upon God for wisdom and strength to use our words according to His will.
Lesson 5 Samson	Ephesians 6:10 8th Commandment	Total dependence upon God for self-control and both courage and strength to use our talents according to His will.

The Effective Use of the Materials to Accomplish the Aims of the Unit

Use of the Heroic and Biographical Bible Story

Each of these lessons has a Study Book version of a Bible hero story. We will use these in one of the following ways in each lesson in order to conserve time for other important parts of the lesson:

1. Let the children read it in the presession period, the time before the actual opening of the Sunday school. To motivate and add interest to this reading we will provide pictures, maps, and Bible story books.

2. Assign parts of the story to be read by various pupils in a brief silent reading period at the beginning of the class period. Be sure that each pupil has a section to read even if several are assigned the same part. Follow-up this reading with a guided telling of the story.

3. Assign the telling of the story to an individual in the class who will make special preparation during the week. This pupil may even come to us for help in this preparation.

4. Prepare to tell the story ourselves.

NOTE: I have found that unless the children are very excellent readers oral reading by indivduals for the class should not be done. Use oral reading in unison for short Bible passages which need emphasis.

To be concluded next month. Helps for Primary and Intermediate Teachers are available at no cost. Write the editor, 2445 Park Ave., Minneapolis 4, Minn.